



Welcome to the New Town Family!

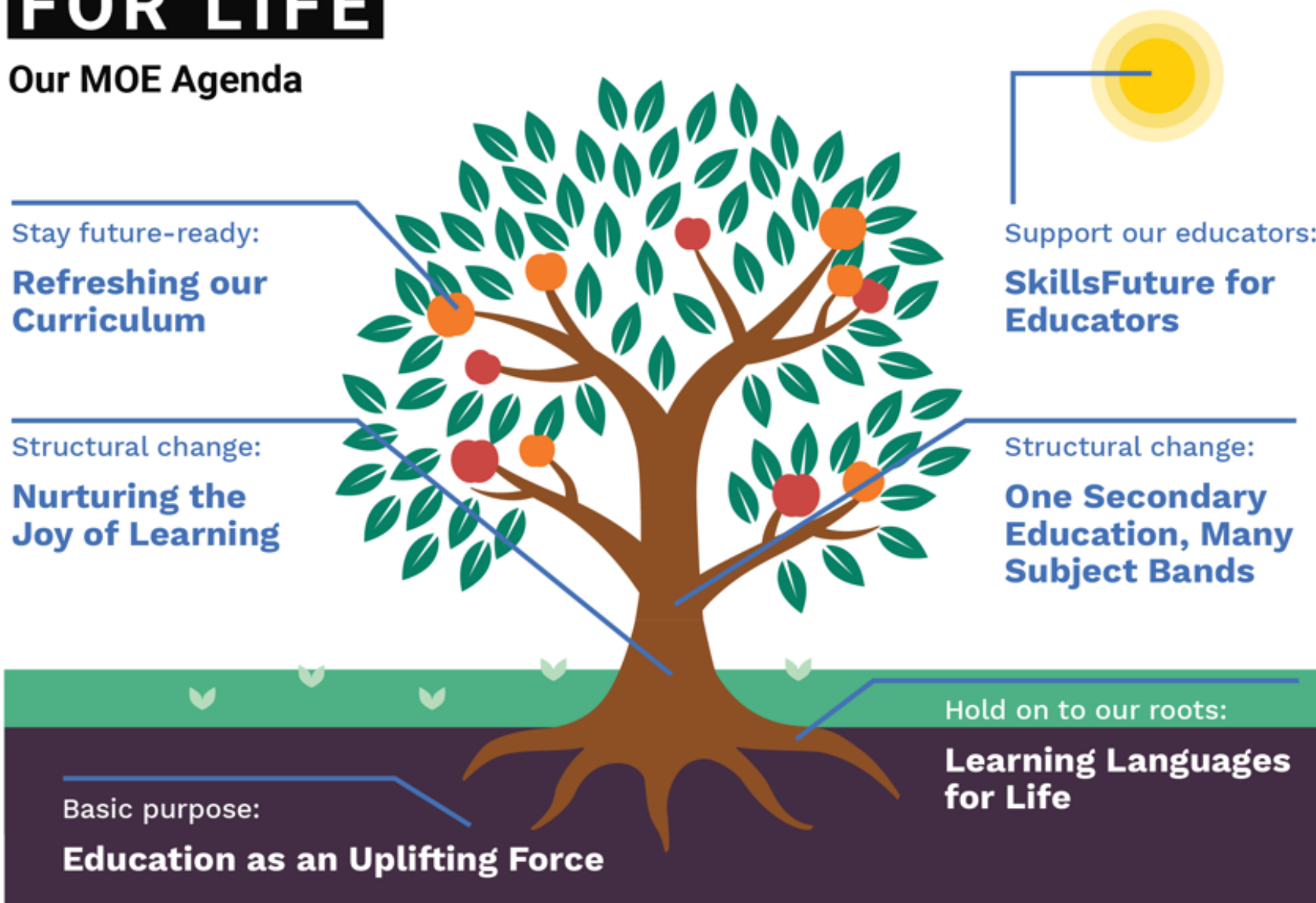
4 January 2022

Phases of Our Economic and Education System



LEARN FOR LIFE

Our MOE Agenda



Goals of Education

A Vibrant and Cohesive Singapore

1. Nurture the child

- Maximise our children's potential
- Provide multiple pathways to success
- Offer values-based education
- Instill in them a sense of belonging, reality and hope – with a will to act

2. Develop the citizen

- People are Singapore's only "natural resource"
- Education prepares our children for their role in an increasingly uncertain and globalised world



OVERVIEW

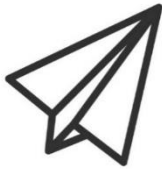
‘Learn for Life’

- New phase of our education system
 - Develop diverse strengths and interests of our students,
 - Nurture an intrinsic motivation to learn
 - Ensure every child has a good start in life, and can access opportunities at every stage of their lives



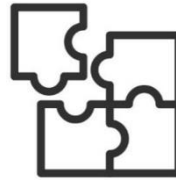
OVERVIEW

Balancing Trade-Offs as a System



Rigour vs. Joy

A robust and comprehensive curriculum versus one that makes learning fun



Customisation vs. Stigmatisation

Catering to different learning paces but not stigmatising groups of students who are less academically inclined



Sharpening vs. Blurring of Achievements

Examination results as a useful tool for placement, against less finely defining learning outcomes; avoiding an overly competitive culture in schools



Skills vs. Paper Qualifications

Attaining credentials versus acquiring skills that make a person effective for the job

Nurturing the Joy of Learning

- Reduction of School-Based Assessment Load
 - Holistic assessments in primary schools
 - Removal of mid-year exams for P3, P5, and S3 by 2021
- Changes to PSLE Scoring
 - Reduce overly-fine differentiation between students & unnecessary competition
- Broadened Definition of Merit in Admissions
 - Expansion of Direct School Admission (DSA) and refinement to DSA policy
 - Aptitude-based admissions in IHLs
- Applied Learning in schools



Comparison of Old and New PSLE Scoring Systems

	Old PSLE Scoring System	New PSLE Scoring System
PSLE Scores Computation	T-Scores	Achievement Levels (ALs)
Performance basis	Comparative performance within cohort	Absolute performance
Level of differentiation	More than 200 possible T-scores	Range from 4 – 32
School Posting	Based on academic merit (PSLE Aggregate Score)	Based on academic merit (Total AL Score) Choice order will now be used as tie breaker.

One Education, Multiple Pathways

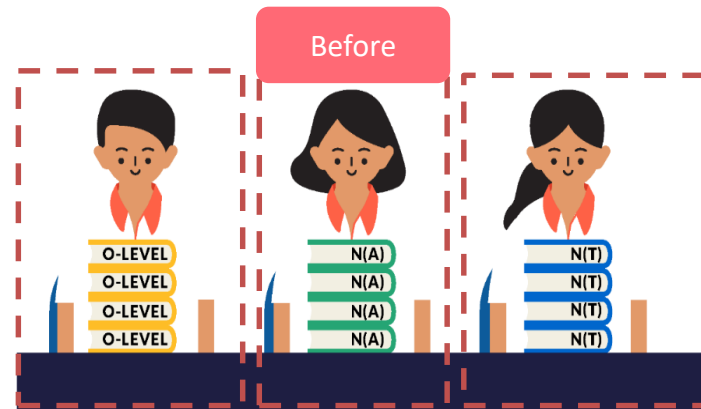
Full Subject-based banding

- Customise learning to students' subject-specific strengths and interests
- Reduce stigmatisation associated with stream labelling
- Increase porosity in post-secondary education pathways
- Cultivate a growth mindset in students

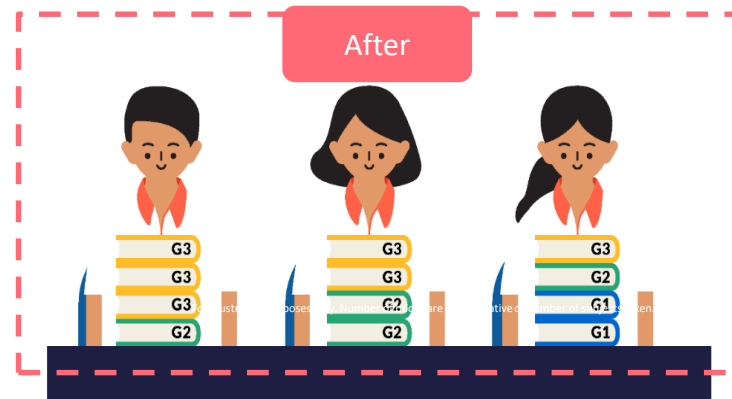


One Secondary Education, Many Subject Bands

With Full SBB, students can take subjects at different academic levels G1/G2/G3, which are mapped from today's N(T), N(A), and O-Level subjects respectively



Students in different streams would be in different classes

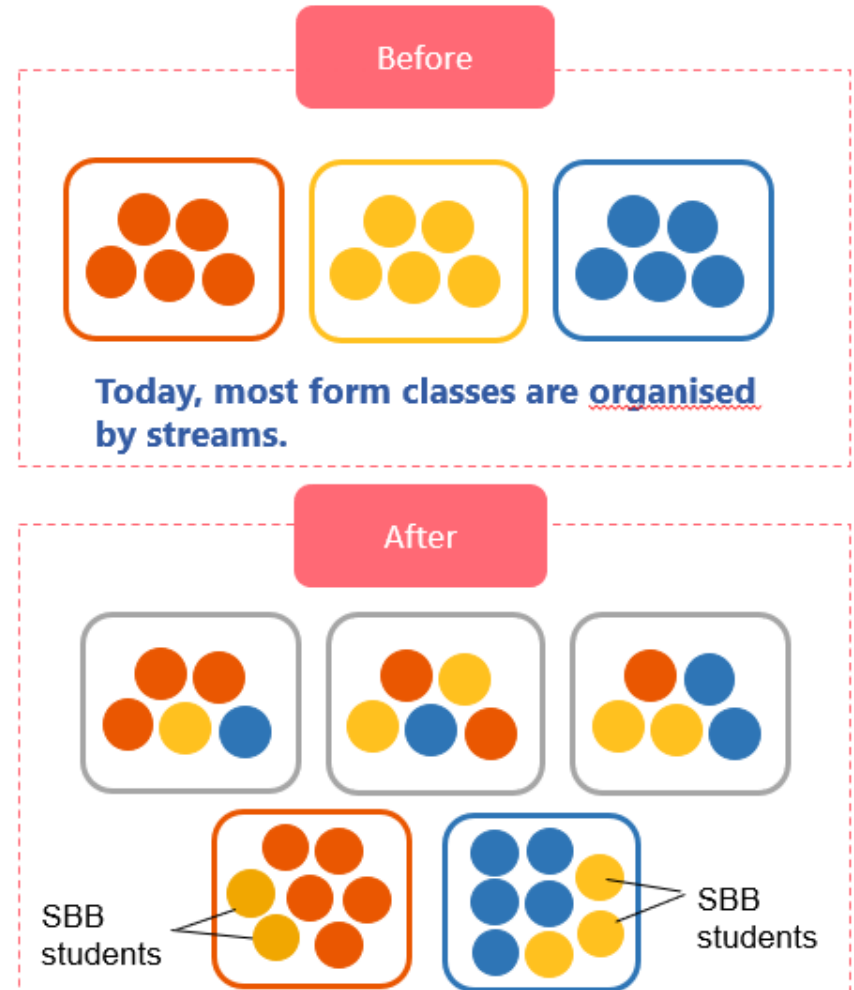


Students in the same class can take subjects at different levels

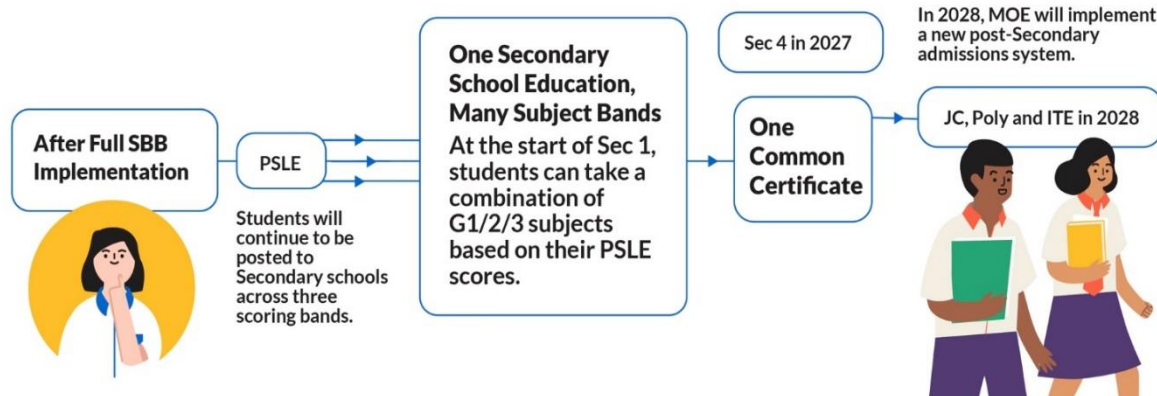
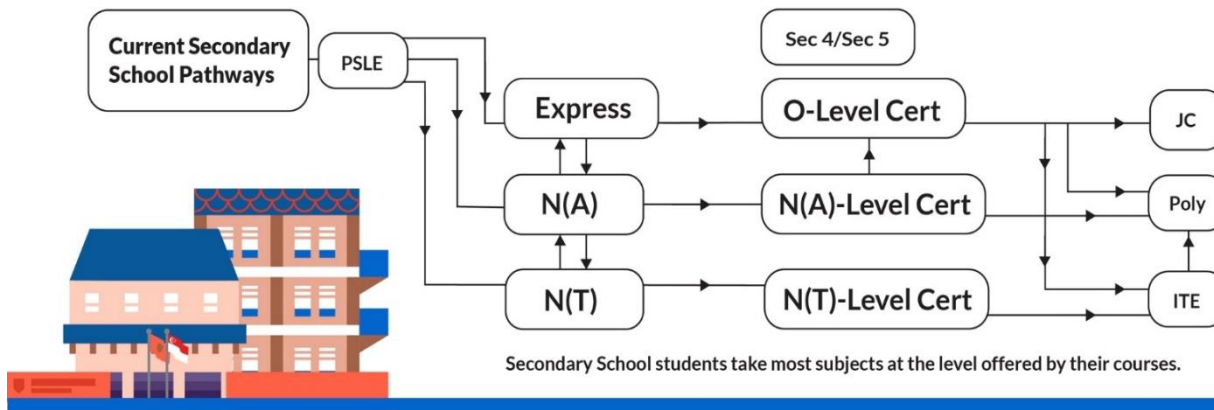
One Secondary Education, Many Subject Bands

With Full SBB,
students in the form
class will learn a
common curriculum
for some subjects like
Art and CCE, which
comprises 1/3 of
curriculum time.

For other subjects,
students attend
classes with others
taking the same
subject level.



Remaking Secondary School Pathways



Refreshing our Curriculum for the Future

- **Digital Literacy**

- Prepare students to thrive in a digital and tech-driven future

- **Blended Learning**

- Accelerate learning through digital tools by COVID-19

- **Character and Citizenship Education**

- Equip students with strong sense of values, resilience and skills

- **Knowing Asia**

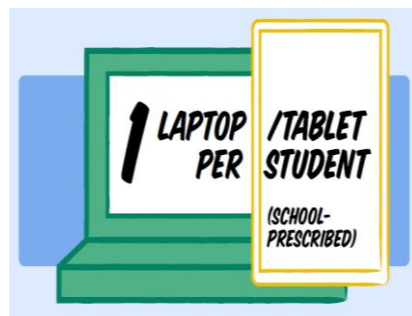
- Seize economic opportunities in Asia
- Enhance support for language learning



Strengthening Digital Literacy



- Enhanced cyber wellness education



- Introduce personal learning devices (PLDs) to all Secondary students by 2021



- More schools to offer O-Level and A-Level Computing
- Deepen computational thinking through Mathematics curriculum

Integrate Blended Learning as integral feature of curriculum from 2021

Complementing school experience with Home-Based Learning (HBL)

- Encourage more self-directed, independent and intrinsically motivated learners
- Dedicated time and space to explore interests and learn outside the curriculum

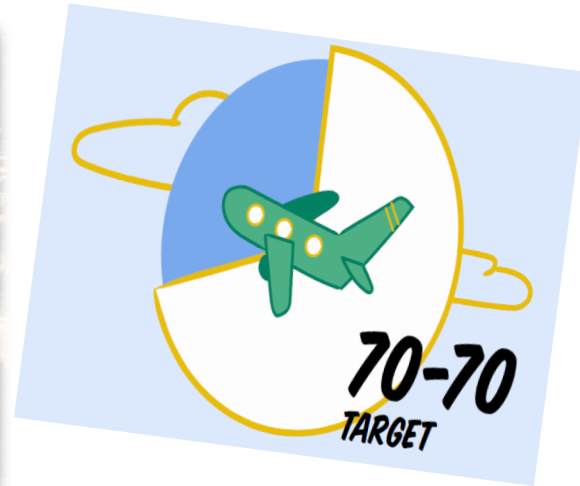


Nurture Qualities and Attributes for Life



- Refreshed **Character and Citizenship Education curriculum (CCE 2021)**
- Mental health education *NEW*
- Professional development of teachers *NEW*
- Greater emphasis on **Outdoor Education**; to develop resilience and ruggedness, nurturing strong minds, hearts and bodies in our young
- Enhance **Education and Career Guidance (ECG)** to help students discover interests and aspirations

Knowing Asia



**To help students understand Asia better
and be equipped to take on new
opportunities from Asia's growth.**

Learning Languages for Life

Enhance support for MTL Learning

- Encourage lifelong learning of MTL to as high a level as possible
- Deepen our cultural roots and prepare students to tap into regional opportunities

Enhance support for Third Languages and ASEAN Languages

- Provide greater flexibility and accessibility for students to learn a third/ ASEAN language to tap into global/regional opportunities

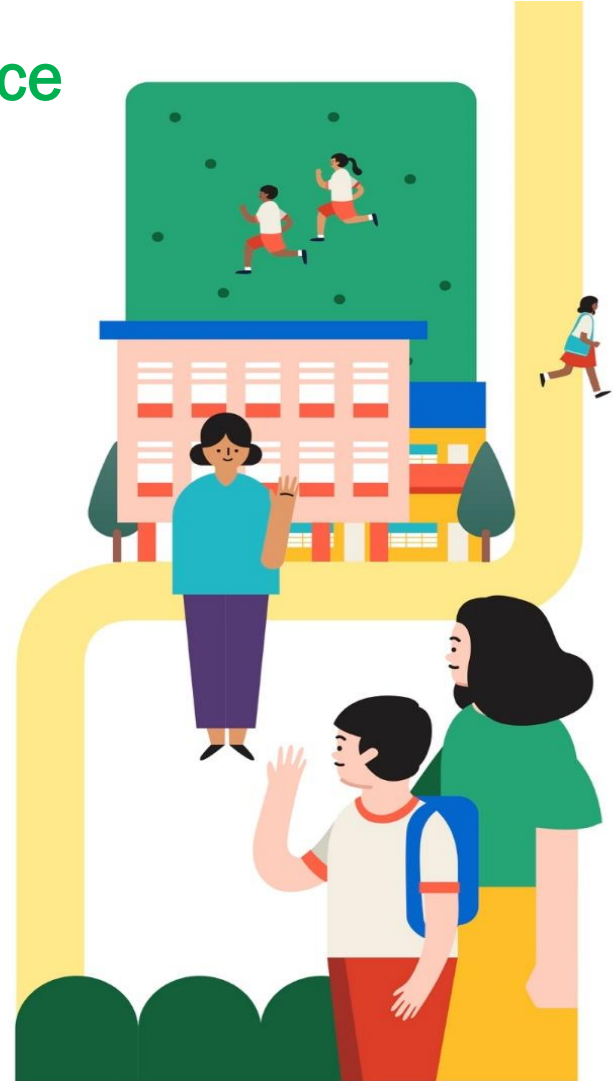


Education as an Uplifting Force

Ensuring access to opportunities
regardless of background

UPLIFT seeks to build a
seamless support
ecosystem within and
beyond schools by
strengthening:

- After-school care and support
- School-community partnerships
- Case coordination and management



Strong Start for Every Child

Good Early Childhood education

- Develop a strong foundation in life
 - Prepare them to benefit from our education system.
-
- Scale up to 60 MOE Kindergartens by 2025
 - Increase government supported pre-schools to 80%
 - Provide Nurturing Early Learners (NEL) curriculum to other preschools
 - Set up National Institute of Early Childhood Development (NIEC)

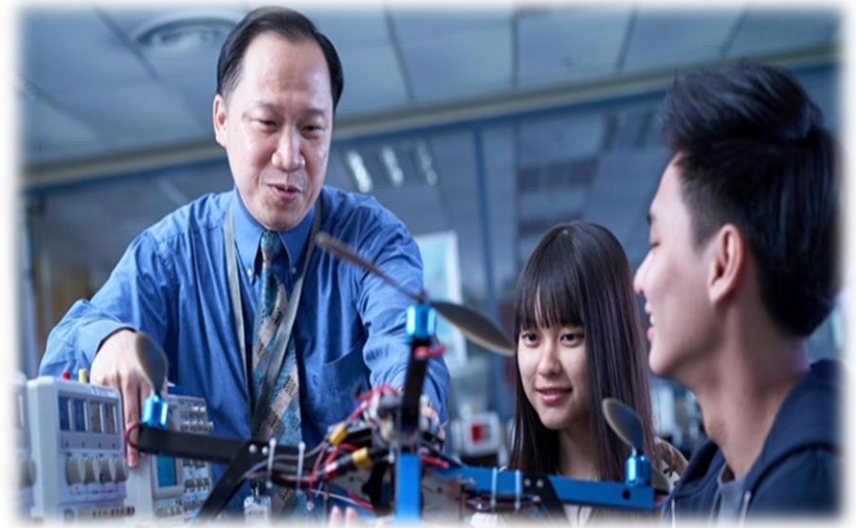


Strengthen Support for Special Educational Needs (SEN)

- Enhance support in Mainstream Schools, SPED Schools and IHLs
 - Provide education in settings that best address students' needs
 - **Quality:** Customised educational settings for students with SEN, depending on their disability profile and severity
 - **Affordability:** Ensure quality SPED is affordable
 - **Accessibility:** Ensure sufficient school places, and offer parents guidance on suitable settings for children with SEN

Develop a Quality Higher Education Sector

- **Enhancing Admission Pathways**
 - Aptitude-based Admissions
 - Increased opportunities for Polytechnic Admission
- **Learning by Doing**
 - Work-Learn Technical Diploma for ITE graduates
 - Earn and Learn Programme for Polytechnic graduates
 - Work Study Degree Programme
- **Affordable Higher Education**
- **Inter-disciplinary Learning in IHLs**



Focus Areas



■ Learn for life

- We educate our students holistically to develop in them 21st century competencies, values, an intrinsic motivation to learn and relevant skills for the future.



■ Embrace All Learners

- We honour our students' individual traits. We embrace a harmonious community of diverse learners as a strength and as an outcome.



■ Enhance Student Well-being

- We care for our students' mental, physical and social well-being in order to develop strong character, minds and bodies.

Our Beliefs on Education

Areas	Beliefs
Teacher	Belief that every teacher is a caring, skillful and reflective educator who can ignite passion and who believes that every child can learn and should be given the best opportunity to learn.
Child	Belief that every child has unique strengths and passion, who has the potential to learn and should be given the opportunity to learn and be an engaged and lifelong learner.
Learning	Belief that learning should be meaningful, experiential and transformational. Learning should also be engaging, purposeful, multi-faceted and customized to meet all learners' needs.
Environment	Belief that the environment is safe and caring for every child to learn with respect and confidence. The environment is also the child's 'third teacher'. Thus, it should be purposefully harnessed, designed and planned to inspire and uplift the children's heart and mind space.

Our Vision

Passionate Learners

Students who are passionate about learning and who take responsibility for their own learning

Critical Thinkers

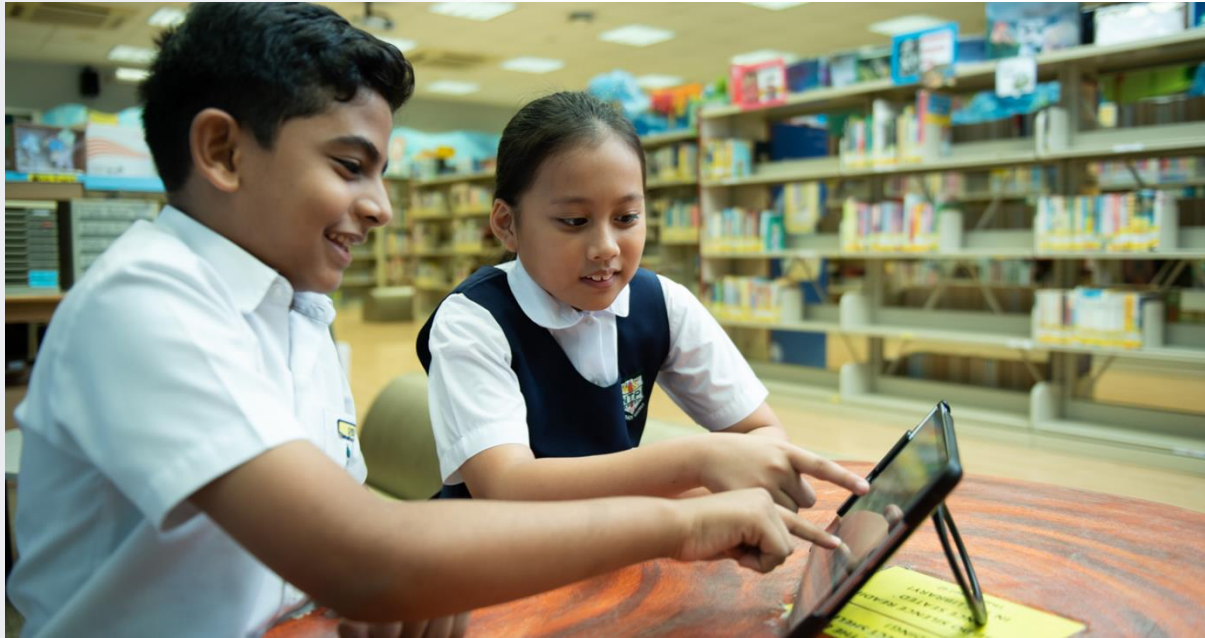
Students who are able to think critically, problem solve and are discerning

Anchored Leaders

Students who are anchored in values and who inspire others to do good



Our Mission



We nurture passionate learners,
strong in character



Our Values

Resilience

Resilience our mindset; that we continue to strive in all circumstances

Integrity

Integrity our foundation; that we are guided by values in all that we do

Service

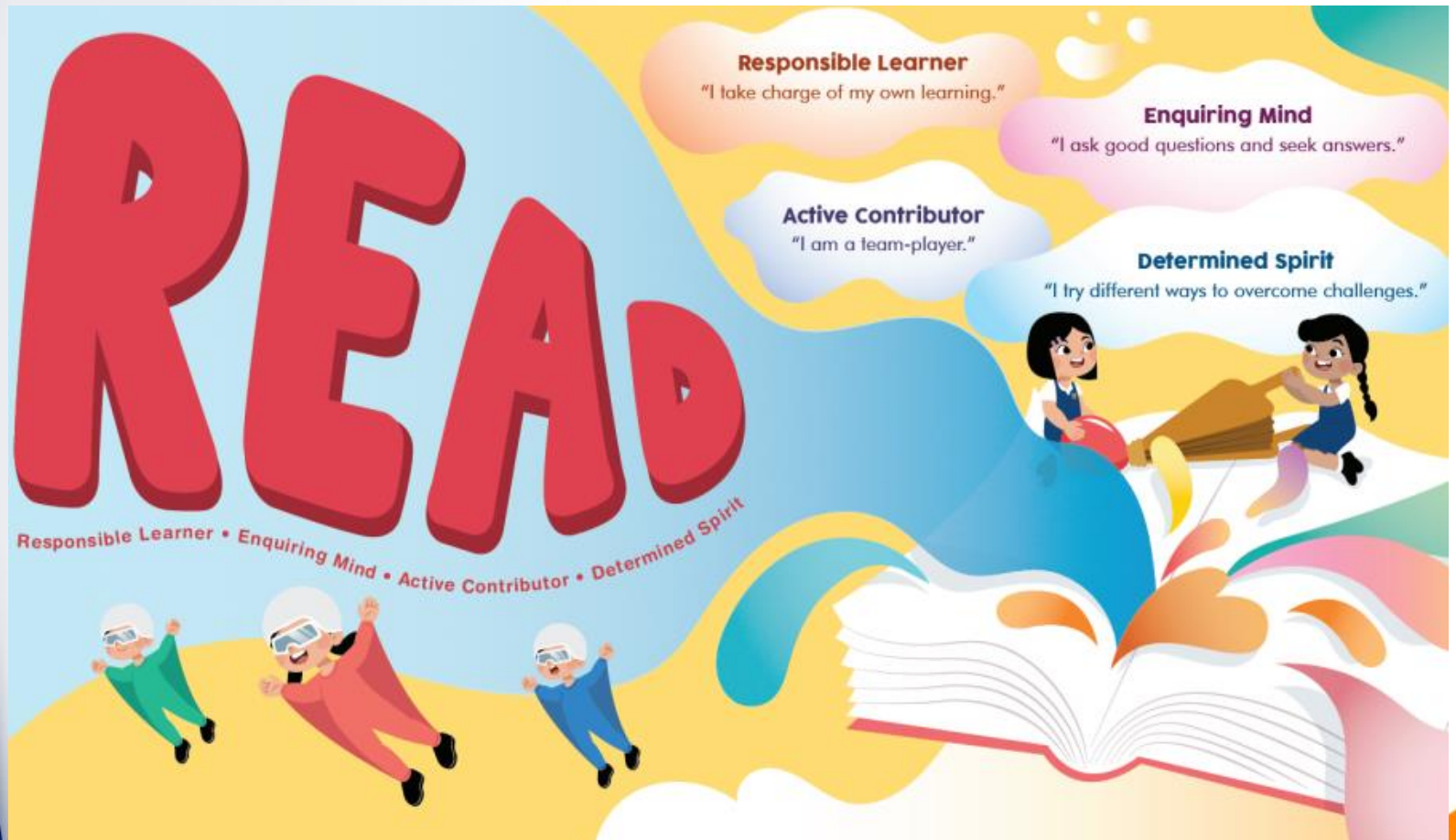
Service with a heart; that we serve others with sincerity and humility

Excellence

Excellence our quest; that we aspire to be the best we can be



Our R.E.A.D Learning Dispositions



Intrinsic Motivation in Children

Mastery	Autonomy	Purpose
The desire to continually improve at something at matters	The desire to direct our lives	The desire to do things in service of something larger than ourselves

Source : Daniel Pink's 'Drive'



Top 10 skills of 2025



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

Source: Future of Jobs Report 2020, World Economic Forum.



Exhibit 3: A variety of general and targeted learning strategies foster social and emotional skills





The cover features a central title in large, bold, red letters. Below it, the subtitle is in smaller, dark blue letters. A red box highlights the edition and year. The background is a light beige color with a decorative border of thin, grey, hand-drawn lines. Various icons are scattered around the text: a green leaf with a plug at the top left, a circuit board in a circle at the bottom left, a blue handshake at the bottom right, and several smaller icons representing sustainability, carbon management, technology application, conduct and ethics, and collaboration. The bottom of the cover has the 'SkillsFuture SG' logo in a mix of blue and red fonts.

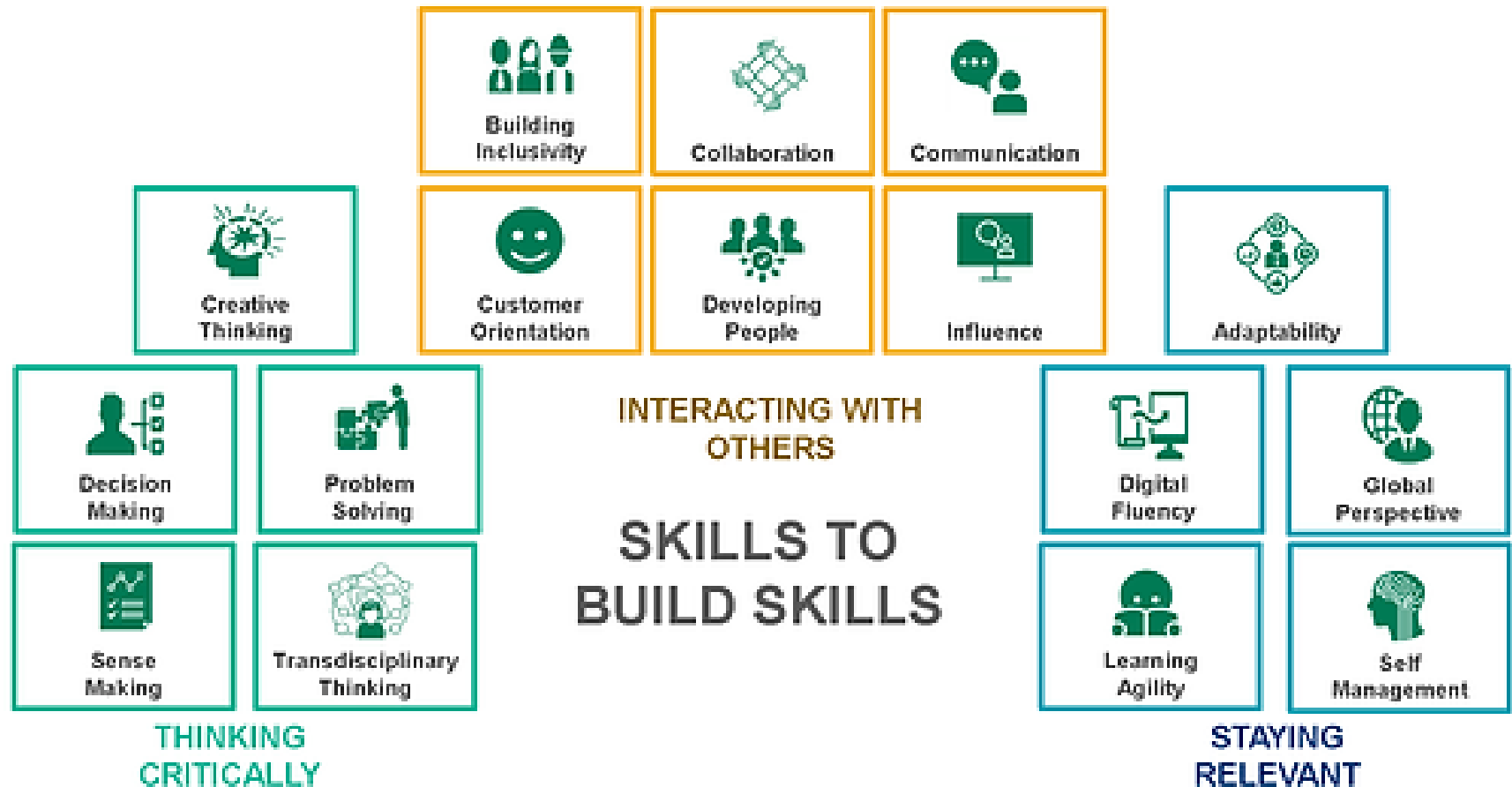
SKILLS DEMAND FOR THE FUTURE ECONOMY

SPOTLIGHT ON SINGAPORE'S
KEY GROWTH AREAS

1st EDITION [2021]

SKILLS*future* SG

Critical Core Skills (CCS)



KEY MESSAGES

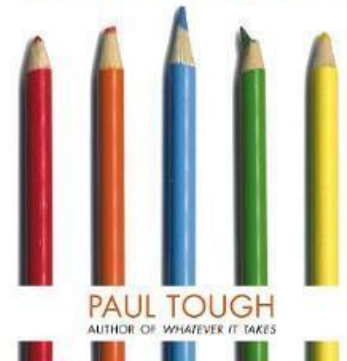
- Encourage lifelong interest in learning by not over-emphasizing academic performance & by focusing your child's learning journey, rather than comparing them to others
- Give our children the time and space to deepen learning
- Focus on building discipline, character and critical core skills required for a fast changing world
- Partner the school in the quest for the holistic development of your child [in all core and co-curricular activities]
- Role-model values [RISE] and attitude of *Learn for Life*

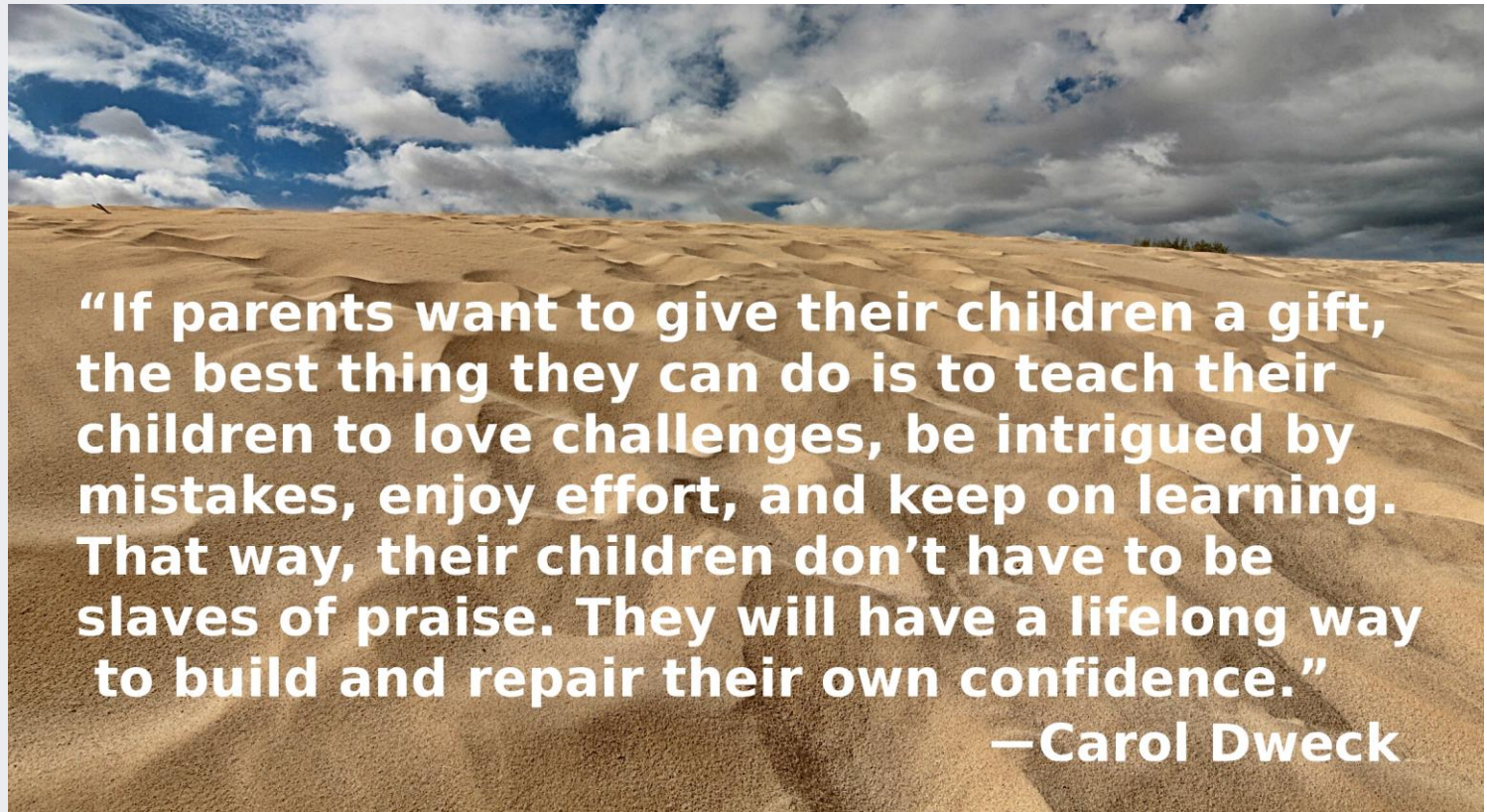


“What matters most in a child's development, they say, is not how much information we can stuff into her brain in the first few years. What matters, instead, is whether we are able to help her develop a very different set of qualities, a list that includes persistence, self-control, curiosity, conscientiousness, grit and self-confidence.”

***Paul Tough
How Children Succeed: Grit,
Curiosity, and the Hidden Power of
Character***

HOW
CHILDREN
SUCCEED
GRIT, CURIOSITY AND THE
HIDDEN POWER OF CHARACTER





“If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don’t have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.”

—Carol Dweck



RESILIENCE
RACHEL

INTEGRITY
INDRAN

SERVICE
SITI

EXCELLENCE
EDDIE



THANK YOU!

